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ABSTRACT

After discussing the view that ethnic and socioeconomic status are, undesirably, predictive of academic success (e.g., only 3 or 4% of the Indians in Northwest Washington were high school graduates at the time of writing), this document sketches the rationale and methods of Western Washington State College's (WWSC) Project Catch-Up (PCU). Described as a 6-week summer residence program for junior high age youth who came from backgrounds of ethnic minority status or poverty and who exhibit high potential but low achievement, PCU provided formal instruction in the areas of language arts, art, science, and math. It is reported that PCU, a demonstration project in 1966 and 1967, became in 1968 a 5-year project with a 10-year follow-up evaluation; this progress report describes the 1969 summer program and presents a follow-up evaluation (as of June 1970) of participant groups from 1966 to June 1970. Although 4 standardized tests (administered yearly) were to be part of the follow-up since 1968, results "have not been completely analyzed and will be reported at a later date." After discussing dropout rates and mean grade point averages for the participant groups from 1966 to June 1970, the report concludes that PCU seems to be successful in effecting better school retention. Appended are 1969-70 PCU expenditures, a description of WWSC's Fellowship Program for Experienced Teachers of the Disadvantaged, and a paper on the results of the 1968 and 1969 administrations of the California Psychological Inventory. (The other 3 standardized tests are the California Mental Maturity Test and the California Achievement Tests of Reading and Arithmetic.) A related document is RC 005 774. (BO)

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PROJECT CATCH-UP

June 1966 to June 1970

An educational program for socially disadvantaged thirteen and fourteen year old youngsters.

Submitted by:

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For Western Washington State College

Herbert C. Taylor, Jr.
Dean for Research and Grants
(Officer authorized to sign for College

RC005713

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I. INTRODUCTION

A recent summary of all available literature on the education of the American Indian concluded that for the most part, the record thus far has been one of disappointment and frustration (Berry, 1968). In part, this failure appears to be related to the white man's long-standing conviction that education should be directed toward assimilation of the Indian denying all aspects of his cultural heritage. Results of boarding school and public school educational policies for the American Indian have produced an ethnic group ten percent of which has no formal schooling and nearly 60 percent has less than an eighth grade education.

Recognition that only 3 or 4 percent of the American Indian population in Northwest Washington was graduating from high school and that the drop-out rate in general was significantly higher for youth from poverty circumstances was the stimulus for the initiation of Project Catch-Up in the summer of 1966. A six-week summer residence program for junior high age youth from American Indian, Mexican and Anglo ethnic backgrounds, the program has aimed at altering negative self-concepts, increasing motivational levels and decision making abilities, and encouraging the young people to plan more realistically for the future. Approaches used to achieve these goals have been residence in attractive dormitories, maximum experience with academic success, close personal contact with staff and a wide variety of new recreational activities. This is a report of the 1969 summer program, activities during the 1969-70 academic year, and the follow-up evaluation of the 1966, 1967, 1968, and 1969 participant groups.[1]

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[1]Support for the follow-up evaluation has been provided by N.I.M.H. Grant No. 1 R01 MHI6852-01.

II. METHOD

A. Study Design

After the first two demonstration summer programs of 1966 and 1967, Project Catch-Up was redesigned to extend over five summer (1968-1972) with extensive follow-up during the following academic years (Mason, 1970). The primary intent of the program is to evaluate the effect of an intensive summer program in altering the expected dropout rate for young people from poverty backgrounds and improving negative self-concepts and low aspirational levels.

Because of previously noted behavioral differences in participant groups and staff orientations (Mason, 1969a, b) in the design each summer program is treated as a separate experiment with the data to be collated only after the five summers have been completed. Objective tests are administered the first day of each summer program and repeated after completion of each academic year. The objective measures used are the California Test of Mental Maturity (Sullivan, Clark and Tiegs, 1957), California Achievement Tests (Tiegs and Clark, 1957) and the California Psychological Inventory (Gough, 1957). Repeated behavioral observations are also collected during the academic year.

B. Participants for the 1969 Summer Program

The selection of participants as in former years was made from junior high teachers', counselors' and school administrators' nominations of those students who best met the criteria of academic potential for at least high school completion, achievement below potential and evidence of socio-cultural deficit. Fifty participants were selected including 30 American

Indians (15 boys and 15 girls), 6 Mexicans (3 girls and 3 boys) and 14 Anglos (7 boys and 7 girls). Forty-eight arrived at the beginning of the program (an Indian boy and an Indian girl decided at the last minute not to participate and were not replaced). All 48 completed the program.

C. Staff for the 1969 Summer Program

The staff included the Project Director, Professor of Psychology, Western Washington State College; the Co-Director, Principal of Mountain View School, Ferndale, Washington; two language arts instructors, two math instructors, two art instructors, two science instructors, three counselors and four junior counselors. All of the instructors were experienced public school teachers. One from each discipline had previous experience with the project and one was new. The three counselors were experienced teachers with previous experience with the project and the four junior counselors were drawn from able college students. For the first time one of the junior counselors was Indian and one black. All staff lived in the dormitory with the participants during the six-week summer session.

III. THE 1969 SUMMER PROGRAM

A. Academic Program

The subject matter areas of the academic program remained essentially the same with the over-all objective of individualizing instruction as much as was possible. Classes were held daily with language arts and art back to back in the morning and science and math in the afternoon.

The theme of the language arts classes was "Communication and Conflict" and focused on reading, writing, speaking and listening. Writing projects included attention to the origin and development of language utilizing the film, "Alphabet Conspiracy," and introduced the international phonetic alphabet; writing daily journals; publishing People's Ketch-Up, the Project's weekly newspaper; letter writing and creative writing. Speaking and listening project included communication games, telephone activities, learning by association games and analysis of rock music using records and words. Reading included extensive use of paper backs, the local newspaper, vocabulary building, speed reading and reference work using the local telephone directory, dictionary and a thesaurus. Dramatics were initiated outside of class.

The art program this year shifted from the previous emphasis on craft skills and the completion of a variety of projects to an emphasis on the student's role in decision making and personal responsibility for self-direction and evaluation. An attempt was made to create an environment in which the students determined their own goals and made decisions relative to the execution and evaluation of degree of success in achieving the goals. The instructors remained available to encourage and give alternate suggestions. The materials used by the students to effect this environment covered a range from basic craft items such as leather and clay to sculpture, drawing and painting.

The major objectives of the quantitative skills classes were to have students become aware of how they individually learned mathematics, to improve their attitude toward the study of math, to encourage maturity

toward learning, to broaden their concept of "what is mathematics" and to provide successful experiences in math. Basic to these objectives was the realization that each student had the opportunity to decide to what extent and in what manner he would actively involve himself in the learning situation. An attempt was made to create a situation where the decisions the students made to do or not to do a task were made clear to them. The usual pattern for the classes followed the general routine of the student appearing, choosing an activity, staying with the activity as long as it was interesting, changing to another activity or leaving for some free time activity. The emphasis was on the individual student and his progress rather than on subject matter. Activities included games, an adding machine, drawings, selected topics in books, programmed material, slide rule, construction and movies.

The head science instructor proved to be a highly structured individual who found it difficult to modify the instructional methods of lecturing and demonstration he used in his regular class room.[2] The subject matter for the summer included marine invertebrates and their habitats, introduction to microscope and the micro world, the respiratory system, the heart and circulation, and sex and reproduction. The field trips arranged and the out-of-class science activities were responded to more favorably than was the structured class-room situation.

B. Cultural, Recreational and Counseling Activities

Only three activities were arranged during the six-week period which

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[2]Fortunately, the second science teacher had had previous experience in the project and was able to add individual projects which added to the science program.

included all of the participants and staff. It was felt that an all-project activity should be arranged early in the program to increase maximum identification with the program but that all-project activities scheduled too frequently created a "herding atmosphere." At the end of the first week a trip to Vancouver, British Columbia, was arranged, during the middle of the program the participants visited Seattle Civic Center and the final event was a picnic at the Project Director's lake house for sailing, water skiing, a salmon barbecue and Mexican food.

Other recreational and cultural activities were arranged by individual staff members for small volunteer groups of participants. These included camping trips, fishing, movies, plays, skating, bowling, swimming, chess, games and just talking in the dorms. Regular small group discussion groups were organized, met bi-weekly, and were lead by the counselors and junior counselors. These focused on dormitory governance, personal feelings and attitudes about the project and the participants' own life situations and the participants' plans for the future.

IV. RESULTS OF THE 1969 SUMMER PROGRAM

Standardized tests were administered at the beginning of the summer program and again in May, 1970. These included the California Mental Maturity Test (C.M.M.T.), the California Achievement Test (C.A.T.) and the California Psychological Inventory (C.P.I.). The results of the follow-up evaluation have not been completely analyzed and will be reported at a later date.

The results of the initial testing were comparable to the 1968 results. On the California Mental Maturity Test the Anglos scored significantly higher on all three C.M.M.T. sub-scores than did the Indian or Mexican (Mean total I.Q.'s were Anglo 97.50, Indian 93.12 and Mexican 85.73). Identical results were observed in reading and arithmetic achievement scores with all three groups functioning on the average one year below grade placement. Responses to the California Psychological Inventory also validated previous findings (Mason, 1969a). A significant ethnic difference occurred, ordered with Anglos highest and Indians lowest and the previously noted sex difference of males reporting more positive attitudes than females was also supported.

Morale remained high among the participants and staff alike during the entire six-week session. Class attendance was unusually good and the students for the most part were actively involved in both the academic and recreational activities. The design of this summer's program appeared to have achieved the most effective balance between some structure yet allowed maximum independence for decision making on the part of the participants. All of the 1969 participants completed the 1969-1970 academic year successfully and all are enrolled in school for the coming year.

V. PROJECT CATCH-UP ACTIVITIES FOR 1969-1970 ACADEMIC YEAR

In September, 1969, 14 Masters of Education candidates enrolled in an E.P.D.A. Fellowship Program for Experienced Teachers of the Disadvantaged funded by the Office of Education and directed by the Director of Project Catch-Up (See Appendix B for a description of the Fellowship Program). During the academic year the Fellows completed the course requirements for

their Master's degree with a summer practicum experience proposed for them as the teaching staff for Project Catch-Up, 1970. Frequent seminars were scheduled during the school year for the Fellows with speakers from Indian tribal groups, migratory centers, and representative schools which further extended the impact of Project Catch-Up. The Fellows, also, acted as tutors for some of Project Catch-Up participants and consulted with schools about particular academic problems. In the Spring of 1970 the Fellows visited all the schools in the area, arranged for nominations of participants for the 1970 program, interviewed the candidates and selected those students who appeared most likely to gain from the Project experience.

Also in September 1969, a new field representative began visiting schools and getting acquainted with participants. Some group discussions were organized and all participants who could be located were contacted. It was the field representative's responsibility to organize the Project Catch-Up reunion which occurred in January, 1970. Somewhat less successful than previous years it was recognized that mixing participants from the 8th grade through seniors in high school covered too wide an age range for comfortable communication. Plans were made for subsequent years to schedule two reunions--one for older participants and one for more recent "graduates."

Project Catch-Up staff members did not schedule a workshop for area public school personnel as was done the previous year. Instead, the La Conner school district organized a Workshop on the Relationship of Indian Culture and Education. (See Appendix C.) Discussion leaders at the workshop included the Project Director and Co-Director so any additional conferences would have duplicated the efforts of the La Conner District. It

was particularly gratifying to have the district that services the children from the Swinomish Tribe assume this responsibility as many of the teachers in the area have been reported to be limited in their understanding of the Indian Culture.

VI. FOLLOW-UP STATUS OF THE 1966, 1967, 1968 and 1969 PARTICIPANT GROUPS

Of the 49 participants who completed the 1966 summer program two have dropped out of school, three girls have married (one of the three completed high school), three have had babies but have returned to school, and the whereabouts of five is not known. One Mexican-American girl completed high school early and finished her freshman year at the University of Washington during the academic year, 1969-1970. She plans to transfer to Western Washington State College for Fall quarter, 1970. Thirteen have graduated from high school and three of these have registered for Western's Fall quarter. Therefore, four of the 49 1966 participants are known to have dropped from school before completing high school and five cannot be located; a 19% fatality rate.

Of the 47 participants who completed the 1967 program, one has dropped from school, two cannot be located and one was killed in an automobile accident. Four of the 47, then, are not in school; a 9% loss.

Of the 48 participants who completed the 1968 program, one has dropped from school, one is married, and one was drowned; a 6% loss. As was noted above, all of the 48 participants in the 1969 program are in school.

In summary, then, 16 of the 192 participants are either school casualties, cannot be located or are deceased. This over-all 8% loss is markedly below the expected national rate of 25 percent for lower-middle

class or upper-lower class youth in general or the 50% rate among the young people on the lower-lower socioeconomic ladder regardless of ethnic group (Cervantes, 1965).

Even though the school retention rate for Project Catch-Uppers is considerably above the national average, their academic achievement as measured by mean grade point averages has remained considerably below their potential. In fact, it was necessary to request special consideration for the three students entering Western as their over-all grade point averages were slightly below college requirements. Marked individual difference continues to characterize the school achievement of the participants with some few "graduates" doing outstanding work, some achieving in a very inconsistent fashion and others continuing to occupy the "bucket seats" in their classes.[3] The most often voiced complaint is that of lack of relevance of the course material assigned and the most frequent request is for more vocational courses.

One interesting pattern typical of several participants is characterized by one Anglo girl with a measured I.Q. of 138. She entered her freshman year in high school with less than a D grade point average. Even after Project Catch-Up she continued to make D's during her freshman year, earned some C's during her sophomore year and achieved a B average during her junior year. She has altered her commitment to a Project Catch-Up staff member from a decision to complete high school to asking now for assistance in finding out how to finance a college education.[4]

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[3]In these situations it appears that some time must elapse before some of the benefits of Project Catch-Up are manifest.

[4]During her high school years this participant has maintained a close relationship with the original field representative and one staff member.

In addition, most of the frequently noted disciplinary problems previously reported by her school counselors have disappeared.

VII. SUMMARY

Of the 48 participants who began Project Catch-Up's 1969 summer residential program for junior high students from American Indian, Mexican and Anglo backgrounds all completed the program and their next academic year successfully. Of the 192 students who have completed the 1966, 1967, 1968 and 1969 summer programs, 16 are school casualties, cannot be located or are deceased; a figure considerably below the expected national rate for school dropouts. The program continues to be successful, then, in effecting better school retention and the progress of the 1966 group in achieving educational and vocational goals argues for some success in improving self-images and future planning abilities.

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APPENDIX A

PROJECT CATCH-UP EXPENDITURES

JULY 1 1969 THROUGH JUNE 30 1970

	EXPENDITURES	BUDGET
Salaries, stipends, fringe benefits, Director, Co-Director, Instructors, Counselors, Consultants, Student Assistant and Secretary	$35,039.83	$25,845.00
Student and staff support, board and room	11,561.28	12,500.00
Cultural activities, recreation and transportation	980.61	3,200.00
Staff mileage and travel	1,302.43	1,700.00
Educational materials and supplies	2,788.78	1,550.00
Total expenses	$51,672.93	$44,795.00

PROJECT CATCH-UP EXPENDITURES

JULY 1 1969 THROUGH JUNE 30 1970

SALARIES

DIRECTOR	$4,430.37
CO-DIRECTOR	4,333.28
INSTRUCTORS, 4	6,400.00
ASSISTANT INSTRUCTORS, 4	4,400.00
COUNSELORS, 3	3,000.00
JUNIOR COUNSELORS, 2	800.00
FIELD REPRESENTATIVE	1,999.75
SECRETARY	5,790.00
STUDENT ASSISTANT (OFFICE)	132.60
JUNIOR COUNSELORS (WORK STUDY PROGRAM)	576.00
TOTAL SALARIES	$31,862.00

PROJECT CATCH-UP EXPENDITURES

JULY 1 1969 THROUGH JUNE 30 1970

STIPENDS

WEEKLY STIPEND FOR 48 PARTICIPANTS ($5.00 WEEKLY) - - - - - - - - $1,060.00

PROJECT CATCH-UP EXPENDITURES

JULY 1 1969 THROUGH JUNE 30 1970

FRINGE BENEFITS

TOTAL FRINGE BENEFITS, ALL EMPLOYEES - - - - - - - - - - - - - $2,117.83

PROJECT CATCH-UP EXPENDITURES

JULY 1 1969 THROUGH JUNE 30 1970

FOOD AND HOUSING

Summer, 1969:

Housing:

21 staff members @ $71.00 (8 weeks) - - - - - - - - - - - -	$1,491.00
47 students @ $55.00 -	2,585.00
	$4,076.00

Food service:

21 staff tickets @ $126.00 (8 weeks) - - - - - - - - - -	$2,646.00
47 students @ $93.76	4,406.72
	$7,052.72

Rental charges for Ridgeway dining hall for classes	$93.20
Guest meal tickets -	72.70
Game room charges (pool table, etc.)	266.66
TOTAL CHARGES -	$11,561.28

PROJECT CATCH-UP EXPENDITURES

JULY 1 1969 THROUGH JUNE 30 1970

CULTURAL ACTIVITIES, RECREATION AND TRANSPORTATION

CULTURAL

Vancouver, B. C. Art Museum tour, no charge	
Tour of Seattle Science Center, Seattle, no charge	
Tickets to movie "Oliver", Seattle	$65.00
Tour of Seattle's "Underground" historical site	
and play at a Little Theatre	16.99
Harry Belafonte performance, Vancouver, B. C.	230.00
	$311.99

RECREATION

Visit to Stanley Park, Vancouver, B. C..	
Exploring downtown Vancouver	
Reunion for 200 former Project participants	$161.70

The municipal beach at Lake Whatcom was utilized for swimming almost daily, for the 6 weeks' session. Also, Western Washington State College's facilities at Lakewood were used for picnics and campouts for the students. In addition, numerous picnics, camping and fishing trips to local islands and mountain areas were arranged by the staff. The cost for these trips is included in the staff mileage and miscellaneous costs under "educational materials and supplies".

In addition, Dr. Mason has made available each year, her Lake Whatcom home to the Project students and staff. These have been pleasant days, sailing the small boat and water skiing, followed by a picnic supper served from an authentic Indian dug-out.

TRANSPORTATION

Bus for trip to Vancouver	$164.82
Bus for trip to Seattle Center	228.80
Bus ticket to bring a 1966 participant to Bellingham	
from Spokane for the 1970 reunion	22.80
Bus tickets for 5 Project participants attending the	
Chemawa, Oregon Indian School, to attend the reunion	90.50
	$506.92

TOTAL COST CULTURAL, RECREATION AND TRANSPORTATION - - - - - - - $980.61

PROJECT CATCH-UP EXPENDITURES

JULY 1 1969 THROUGH JUNE 30 1970

TOTAL COST OF STAFF MILEAGE: $1,181.40

Mileage is paid at 9¢ per mile for the first 100 miles driven in any one day - 6¢ for all miles thereafter. (These rates are set by the College).

Mileage consists of those miles driven by the Fellows in the Experienced Teacher Fellowship while recruiting and interviewing prospective participants and their familes.

Mileage is paid to staff members during the program for obtaining supplies, driving participants to Lake Whatcom for swimming, to Lakewood, the College property which is used by the participants, to picnics and to all recreational activities during the 6 weeks session and to homes of the participants for visits with the families.

During this fiscal year, this mileage cost also included payment to the field representative for follow-up contacts with the public schools where all Project Catch-Up participants are studying and to the homes of the participants for conferences.

TOTAL COST OF STAFF TRAVEL: $121.03

This is the total cost of Mrs. Rosalie Schwartz' trip to the Conference on Indian Education at Blackfoot Idaho. This was an extremely valuable conference and was the source of valuable Indian contacts for the Project.

TOTAL COST, STAFF MILEAGE AND STAFF TRAVEL $1,302.43

PROJECT CATCH-UP EXPENDITURES

JULY 1 1969 THROUGH JUNE 30 1970

EDUCATIONAL MATERIALS AND SUPPLIES

Art class	$178.76
Quantitative skills class	59.66
Science class and equipment	181.96
Verbal skills class	235.77
Counselors' supplies: materials for sewing classes, knitting classes	127.54
Sports equipment, camping supplies	116.66
Classroom paper, pencils, paper, xerox costs	118.32
Doctor's bills, hospital charges for accidents	411.17
Participants' insurance policy	156.91
Flight bags for participants' clothes	78.38
Automatic washer soap	62.16
Deodorant, shampoo, tooth paste	113.82
Cocoa, popcorn	39.63
Petty cash for emergency supplies and some recreational cost	308.32
Rentals: dorm office machines, sewing machines, films	74.21
Phone	247.30
Postage	117.99
Printing	9.85
New equipment: adding machine	88.83
Equipment repair	23.79
Christmas cards for participants	27.75
Magazine subscriptions	10.00
TOTAL EDUCATIONAL MATERIALS AND SUPPLIES - - - - - - - -	$2,788.78

APPENDIX B

EXPERIENCED TEACHER FELI OWSHIP PROGRAM IN SECONDARY EDUCATION

WESTERN WASHINGTON STATE COLLEGE

A program to Train Outstanding Teachers of the Socio-Culturally Disadvantaged in Conjunction with the Western Washington State College-Rockefeller Foundation Project Catch-Up and in cooperation with the U. S. Office of Education

Western Washington State College has a limited number of fellowships available to enable experienced teachers who are interested in or feel that their special talent lies in working with socio-culturally disadvantaged to complete a Master's degree in Secondary Education.

For the past three years Western Washington State College, under the sponsorship of the Rockefeller Foundation has conducted a six weeks' summer residence program of academic remediation and acceleration, and general cultural enrichment for 50 junior high school 13 and 14 year old students from American Indian, Mexican, and other ethnic backgrounds representing the socio-culturally disadvantaged of northwestern Washington state. This program is to continue for four additional summers with a follow-up evaluation to extend over ten years from 1967.

It is the aim of this Experienced Teacher Fellowship Program to bring qualified individuals to Western's campus for a period of four consecutive quarters. The primary goal of the program will be to provide the opportunity for the fellow to study and evaluate the types of learning and social problems which develop in area representative disadvantaged adolescents, and to attend to what is known about how poorly integrated behavioral patterns can be altered. The program will end with a six-week practicum in which the Experienced Teacher will work closely with the youngsters in Western's Project Catch-Up. It is expected that the fellow will complete all the requirements for a master's degree in secondary education.

Experienced Teacher Fellowships are awarded to qualifying institutions through the Education Professions Development Act, Part C. The award provides a stipend to the Fellow of $4,000 for the academic year, together with an allowance of $600 a year for each eligible dependent. An additional stipend of $800, plus $120 for each eligible dependent, is provided for the summer practicum work.

The Fellowship will begin fall quarter, 1969, and conclude at the end of the following summer. Teachers accepted as Fellows must meet the following requirements:

1. All Fellows must meet the standard requirements for admission to graduate study at Western Washington State College and the special requirements of the Education Department (see attached statement for eligibility requirements).

2. Applicants must have at least three years of teaching experience, be recommended by their school district and have the guarantee that they may return to the district to teach the disadvantaged after the completion of the Fellowship program.

3. Applicants must present three personal references evaluating their particular qualifications for work with the disadvantaged; one of which must come from the applicant's superintendent or immediate school administrator.

4. In selecting individuals for attendance at this EPDA Fellowship Program and in otherwise conducting this Program, Western Washington State College will not discriminate by race, sex, creed, religion, or national origin.

Western Washington State College is located in Bellingham, Washington, a community of 36,000 with ready access to the cultural advantages of the metropolitan areas of Seattle and Vancouver, Canada. Close proximity to salt water, fresh water and mountains provide unlimited summer and winter recreational activities. Dormitory facilities are available for single students at an approximate cost of $770, double room and board and $905, single room and board. Low-cost housing can be arranged for families.

Completed applications to the program must be postmarked no later than April 6, 1969. Accepted applicants and alternates will be notified by letter postmarked by April 19, 1969. Letters of acceptance from participants and alternates must be postmarked not later than April 28, 1969.

Requests for application forms and any other inquiries concerning program and eligibility should be directed to:

Dr. Evelyn P. Mason,
Director of Experienced Teacher Fellowship Program in Secondary Education
Western Washington State College
Bellingham, Washington 98225

GRADUATE DEGREE STATUS AT WESTERN WASHINGTON STATE COLLEGE

ELIGIBILITY

Admission to graduate degree status may be granted to graduates of all colleges and universities of approved standing, provided that satisfactory undergraduate records are submitted.

A candidate for admission must have earned a cumulative undergraduate grade point of at least 2.5 and at least 3.0 in his last year of undergraduate study. In addition, he must meet the prerequisite requirements of the program for which he applies. In general, this includes an undergraduate major with a strong academic record.

Provisional admission may be granted to those who have not completed all prerequisite courses or whose academic records do not warrant full admission.

ADMISSION

Students desiring admission to graduate degree status must:

File with the Dean of Graduate Studies an application for admission to graduate degree status in a specific program; applications for a Summer Quarter should be completed by May 1, applications for the Fall Quarter should be completed by July 1;

Furnish two official copies of transcripts covering all college work.

Provide scores for the Graduate Record Advanced Test in his field and the Miller Analogies Test. Application for tests must be made at least 3 weeks prior to test date.

In addition to the above requirements, applicants for the Master of Education degree must:

Achieve scores of at least 390 on the Graduate Record Examinations in Education.

Pass the Written Expression Test administered by the Department of Education. (Information about this test may be obtained by contacting or writing the Education Department).

All test scores must be received by May 1 or July 1 by the Graduate Office for action to be taken in time for course work to be arranged for summer or fall quarters.

APPENDIX E

Stability of Differences in Personality Characteristics of Junior High Students from American Indian, Mexican and Anglo Ethnic Backgrounds[1].

Evelyn P. Mason, Ph. D.

Western Washington State College

Only recently has attention been paid to the unique problems of the American Indian. For example, President Johnson noted in his 1968 address to Congress that ten percent of Indians over age 14 have no schooling at all and nearly 60 percent have less than an eighth grade education. Chronic unemployment exists (40% of Indians are chronically unemployed compared to a national rate for all Americans of 3.5%) and alcoholism is a major problem. A pattern has emerged of the uneducated, unemployable male deserting the family and leaving a disorganized matriarchal society. This behavior is characteristic of the American Indian in Northwest Washington State and is repeating itself among the growing Mexican American population.

One approach designed to alter the high school drop-out rate has been Project Catch-Up[2]; an enriching educational program for junior high students from American Indian, Mexican, and Anglo ethnic backgrounds. In general, the evaluation of the 1966 and 1967 summer programs indicated that the significant academic gains made by the students over the summer were not maintained when they returned to their usual school situations but a significant decrease in school drop-out rate was achieved (Mason, 1969b). Of significance in light of the noted matriarchal society was the higher number of Indian girls who dropped out of school (Mason, 1968).

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With the intent of better understanding some of the problems these young people are facing, one research focus of the program has been the study of personality characteristics of the ethnic groups. To obtain measures of attitudes toward self, level of social maturity and achievement motivation, the California Psychological Inventory (C.P.I.) (Gough, 1957), was administered during the 1966 and 1967 summer programs. Results of the two studies showed a significant ethnic difference ordered with Anglo highest and Indian lowest with some variability in Mexican response over the two summers. Also evidenced was a generalized more negative response by females regardless of ethnic background. Of greatest significance was the consistent, all-pervasive negative responses of both male and female American Indians (Mason, 1967 and 1969 a). To validate further these differences and to test whether measured differences were stable over time the C.P.I. was administered to the 1968 participant group during the 1968 summer program and again in May, 1969.

Method

Participants in the 1968 Project Catch-Up program were 50 13 and 14-year olds selected from over 200 referrals from the area junior high schools who best met the criteria of teacher judgment of good academic potential, achievement below expected ability, evidence of sociocultural deprivation and absence of serious emotional problems. Those selected included 26 Indians (14 boys and 12 girls), 11 Mexicans (6 boys and 5 girls) and 13 Anglos (6 boys and 7 girls). 48 completed the program. One Indian girl and one Anglo girl dropped out -- both showing severe behavioral problems.

Because of the limited verbal facility of the participant group the C.P.I. was administered initially in six separate sessions using 20 proctors to allow for the individual attention necessary for valid completion of the test. The second testing was accomplished in a single session. However, the items were read orally and sufficient proctors were available to answer questions. Scores from true-false responses to the 480 statements of the C.P.I. yield 18 scales. These are dominance, capacity for status, sociability, social presence, self-acceptance, sense of well being, responsibility, socialization, self-control, tolerance, good impression, communality, achievement via conformity, achievement via independence, intellectual efficiency, psychological mindedness, flexibility, and femininity.

Results

The data were analyzed first for each of the two testing sessions and subsequently a comparison of the two sessions' results over time was made. The Type III analysis of variance (Lindquist, 1953, p.281ff), completed on the results from the first testing indicated an overall sex difference ($p<.05$) and an overall ethnic difference ($p<.01$) in the expected directions. The same statistical treatment for the second testing showed an overall ethnic effect ($p<.01$) ordered with Anglo higher than Mexican or Indian and a significant sex by ethnic group by subscale interaction ($p<.05$).

Because the total data collected (results from the two testings) resulted in a four dimensional design with sex and ethnic group as between

dimensions and the time of testing and C.P.I. subscales as within dimensions the data were divided on the sex dimension and two independent Type VI analyses of variance were performed (Lindquist, 1953, p.292 ff). Perhaps the most significant general finding from these two analyses was the evidence that for both males and females no significant effect was found in reference to time of test. The attitudes voiced at the time of the first testing, therefore, remained essentially the same when the participants were retested 9 months later.

Secondly, the analysis of the data from the male subjects only with ethnic group being the between variable and time of test and C.P.I. subscale being within variables showed a significant ethnic group effect ($F=15.7555$, $df=2,24$, $p<.01$), a significant C.P.I. subscale effect ($F=71.397$, $df=17,24$, $p<.01$) and a significant C.P.I. subscale by ethnic group interaction ($F=3.936$, $df=34,408$, $p<.01$).

Subsequent analysis of the significant ethnic group by C.P.I. subscale interaction using Tukey's (A) test for cell totals (Tukey, 1953), yielded the following results: (1) Anglo males scored significantly higher than both Mexicans and Indians on the subscales of capacity for status, responsibility, tolerance, communality, achievement via conformity, achievement via independence, intellectual efficiency and psychological mindedness; (2) Anglo males scored significantly higher than Mexicans only on the subscale social presence; (3) Anglo males scored significantly higher than Indians only on the subscales of sense of well being and socialization; (4) Indian and Mexican males did not score significantly different on any of the subscales; and (5) no significant differences between any of the three ethnic groups were found on the subscales dominance, sociability,

self acceptance, self control, good impression, flexibility, and femininity.

These results showed that for both testings the 1968 Anglo male students generally scored higher on the C.P.I. than did either Indians or Mexicans. There was sufficient variability in the interaction, however, to indicate that the different response of the Anglo, Mexican or Indian ethnic groups to any one C.P.I. subscale depended on both the specific subscale and the ethnic group.

Finally, the second Type VI analysis of variance was performed on the data for females with ethnic group as the between variable and time of test and C.P.I. subscale as the within variables. This analysis showed in a significant ethnic group effect ($F=4.773$, $df=2,24$, $p<.05$),a significant C.P.I. subscale effect ($F=75.751$, $df=17,24$, $p<.01$) and a significant ethnic by C.P.I. subscale interaction ($F=4.248$, $df=24,408$, $p<.01$).

Again, the subsequent analysis of the significant interaction of ethnic group by C.P.I. subscale for females using Tukey's (A) test for cell totals, indicated that: (1) Anglo females scored significantly higher than both Mexicans and Indians on the subscale flexibility; (2) Anglo females scored significantly higher than Mexicans only on the subscales of socialization and communality; (3) Anglo females scored significantly higher than Indians on the subscales of capacity for status, social presence and psychological mindedness; (4) Mexican females scored significantly higher than both Anglos and Indians on the subscale sociability; (5) Mexican females scored significantly higher than Indians on the subscales of dominance, capacity for status, social presence and self-acceptance; (6) Mexican females scored significantly higher than Anglos on the subscale good impression; (7) Indian

females scored significantly higher than Mexicans on the subscale communality; and (8) no significant differences were found on the subscales of sense of well being, responsibility, self-control, tolerance, achievement via conformity, achievement via independence, intellectual efficiency and femininity.

In general then, for both testing sessions the results suggest that for female junior high students Anglos tend to score higher on the C.P.I. The number of scales which differentiated the Anglo females from the Mexicans and Indians was less than for the males, however, and the actual scales which showed ethnic group interaction were very different for the two sexes.

Discussion

The significant overall ethnic difference ordered with the Anglos highest and Indians lowest found in the first two studies was essentially cross-validated in the present study. The pattern of the variability of attitudes expressed by the Mexican American over the three separate samples suggests that even though these young people voice some positive feelings about their ability to achieve in the general area of social conformity, their predominant view of self-worth is essentially as negative as that of the American Indian. Consistent with this hypothesis was the evidence of an ethnic difference for males on the subscale of tolerance, a difference which was noted for both sexes in the previous two samples. The more negative response of both the Mexican and Indian males on the subscale tolerance indicates that those individuals who experience the greatest prejudice from

others respond with a corresponding degree of intolerance. Of greatest significance in the present study, however, is the evidence that attitudes toward self, voiced at 13 and 14 years of age do not change over time (9 months) despite intervening enrichment experiences. This finding adds support to the cumulative evidence that if major change is to occur in behavioral characteristics, environmental manipulation should occur at an earlier age.

In addition the present study confirms the previous findings of a sex difference in attitudes of self-worth. For example, in the present study the Anglo male views himself as more responsible, tolerant, more motivated and better able to utilize his intelligence than either the Mexican or Indian. On the other hand, in areas measuring feelings about social competency the three groups appear to be uniformly negative in their attitudes of self-worth.

In contrast, in the female response over time no differences occurred in responsibility, tolerance, achievement, motivation or view of intellectual efficiency. Although the female ethnic groups differed in views of social competency, rebelliousness and social presence, no consistent pattern emerged. These somewhat similar and essentially negative responses suggested a general socio-economic difference in females from deprived circumstances rather than an ethnic difference. Possibly because females mature at an earlier age their acceptance of an essentially hopeless outlook on the future is even less amenable to change.

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